

The Role of the Kazakh National Ornaments in Esthetic Education

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ABSTRACT

This article discusses a study of manual skills of the Kazakh people and the specifics of national ornaments. We presented the opinions and judgments of domestic and foreign scientists in this area. We showed the types, names of patterns, the combination of colors, the meanings of play actions, and their methods of work with ornaments in the preschool years. We presented patterns of drawings of national ornaments, presentation of the meanings through didactic games and their application in practice.

Key words: Ornament, Manual skill, Game, Aesthetics, Education,
National ornament, Didactic games.

INTRODUCTION

Just knowledge that affects the formation of a bright future since these days has the great power to move the humanity forward. The welfare of any country, its place in the civilized world is directly related to the level of knowledge of its nation, to the direction of its development. In general, the national education system of each nation should correspond to the economic development, to the historical traditions of the people, and to the cultural level of this country. After all, if we speak metaphorically, a shallow-rooted poplar-Bajterek, like a lonely tree in the desert, which roots are only spreading along the ground, will quickly lose the support when the wind blows¹

On this evidence, we should emphasized the applied arts - the unquenchable from ancient times peoples heritage, transmitted from generation to generation, from father to son, which promotes

the learning of the young generation, and the world's acquaintance with the features of our nomadic people, its history, customs, its special decorating way, its artistic depiction.

How big is the place, occupied by applied art in the social and ritual practice of the people, this is defined by the ornament that extends the boundaries of the world of beauty and grace, turning it into patterns. The unquenchable heritage of our past life, on a par with the material culture, which displays continuity - is the art of ornament².

The spreading of ornaments is associated with the development of applied arts, with the production of household items. Their influence enlivened the national public consciousness, the everyday existence, manifested in the development of culture, and effected the improvement of living conditions. The prosperity of ornamental art was also due to world surrounding the person, to the

perception of the sacred land of the native country, to the rich views of steppes, mountains and forests, to the raw wealth. The basis of national-specific ornaments formed a whole tradition in the applied arts. Cutting out developed, as well as modeling of ornaments, and various design techniques that used copying to other materials. Certain kinds of ornaments for carpets, clothing, felt, table wear, weapons, and household furniture were made. Thus, the ornaments did not immediately arise in the form in which they are known to us today. Ornaments - are images of the surrounding world, passed through the mind of man, and filled with the beating of his heart. The appearance of flowers, leaves, animals was not copied in its original form, but through the imaginative thinking it was imprinted in the patterns, and came into use in its own special way, with a special harmony. This is the contribution of the people to the art, which develops the system of knowledge and skill, the resourcefulness and wisdom³.

The study of ornaments has reached other countries, many foreign travelers, historians, anthropologists, archeologists wrote about them in details; among them are the names of G.N. Potanin, V.V. Stasov and P.S. Palas. There are also significance works of such historians, anthropologists, writers, local historians, researchers, as Sh. Valihanov, A. Margulan, O. Zhanibekov, H. Argyntbaev, T.K. Basekenov etc., who grew up in the lands of the Kazakh people, who have received the highest level of education, who highly valued the Kazakh crafts, who analyze it and classified the ornamental patterns, rearranging them into a single system. Currently, in the young state, where the ancient art form is very liked, in many regions they began to teach this direction, it has also developed rapidly in the villages and in the cities. In schools they open hobby groups, exhibitions, and hold open lessons. Many small businesses and cooperatives actively begin to apply ornaments in clothing, carpets, pottery, and wood products⁴.

Attracting attention, ornament gives a special manner to things, products, to the outer surface and to the appearance of buildings, creative melodies, providing additional impact; these

patterns which are built of simple symmetrical elements, arranged on a straight flat surface and surrounded by squares, diamonds, circles, are called patterned ornament. Depending on the external form of the product, the place it takes, the function it makes, the purpose of use and type of the raw material, different techniques are used in the application of the ornament on the surface of the object: by means of engraving, drawing, cutting, sawing, extrusion, weaving⁵.

In this regard, ornaments can be divided into two groups. The first group includes patterns that are applied to any thing just as decoration, giving the viewer an aesthetic impact. In this case, the artistic and aesthetic sides of the ornament are used. Patterns of the other group, decorating, supplement the product made by the master, give a special look, they fill it its beauty with a special meaning. In other words, the pattern becomes inseparable from the manufactured subject, emphasizing and explaining its shape, appearance. These products, along with everyday use, give aesthetic pleasure to people who see them, and make them experience special feelings which lead to spiritual enrichment⁶.

The Kazakh ornamental patterns have developed a similar compositional structure. In these ornaments, along with the classic central division of the composition, the bases of the edge, piping, background, saved a symmetric parity, reticence, resistant categories. Fauna is the most fully represented ornament in the Kazakh ornamental art; such ornaments are the most commonly used. It is needless to talk about the role played by wild animals, birds and cattle during centuries of human life - in the familiar to him from childhood, food and drinks, clothes. Our ancestors valued the special properties of cattle, singing them in songs and melodies. Figures included in creativity, were reflected in the ornamental art. Therefore zoomorphic ornaments have very ancient roots. One of the main zoomorphic ornaments is a "ram's horn". You cannot find such a thing, traditional products, household item, which would not be decorated with this pattern. This ornament is used in all areas of applied arts and occurs more often. Everything - jewelry, necklaces, earrings, bracelets,

carpets and pillows, beds, chests, items of clothing and other items used in everyday life - is covered with ornaments in its peculiar manner⁷.

Use of ornaments in the school on the lessons of labor (manual skill) develops creative thinking, enriches the aesthetic taste. There are a lot of benefits in the process of drawing straight lines, broken lines and wavy lines, circles, of which ornaments consist. It also gives a comprehensive view of the symmetry, develops observation, attention, and the ability to compare, gives a great help in teaching correct composition.

Items that schoolchildren make themselves in class of technology - korpeshki, pads for girls, and for boys - dombras, chests, caskets decorated with ornaments, can be used by them for their own purposes⁸.

Types of ornaments used in the preschool years

1. "MUYIZ" - the most ancient form of Kazakh ornament, depicted as a horn. The pattern "MUYIZ" is sometimes small, sometimes large. Smaller varieties are used in the field of fine fancywork on products from wood, bone, horn. Major elements are used in the manufacture of syrmarks, tekemets, ALASHA, carpets. Elements having a horn-based ornament are divided into the following types: "KOSMUYIZ", "SYNYKMUYIZ", "KOSHKARMUYIZ" and others. The pattern "MUYIZ" is also used in the manufacture of household furnishings (carpet, syrmark, tekemet, ALASHA, blanket, tuskiyz, mat), house wares (saba, shanash, kadushka, wineskin, chest, etc..) as well as weapons and military related items (Case, bandolier, wineskin, quiver), it is used in clothing, horse tack (ertokym, girths), and in general we can say that there is no such area, which would not use this element.

2. Ornament "KOSMUYIZ" depicts two horns of a ram, goat, cow. In decorating the house furnishings, furniture and household items, clothing, weapons, this ornament is depicted as double horn of sheep, goats, cows, and deer, maral. The ornament "KOSMUYIZ" is used in the design of saukele, at the top and along the edges of the male felt hat, on the front of the jacket, on the tops of the boots.

3. The pattern called "ARKARMUYIZ" depicts the ram's horns. This element is very similar to "KOSHKARMUYIZ", but compared to it, it is twisted and its turns are bigger (it is found on carpets, tuskiiz, syrmark, embroideries, on clothing and in home decoration).

4. The ornament "KOSHKARMUYIZ" is depicted as a curved horn, which seems to descend on both sides from the top of the ram, and lower the horns there are two more protuberances, like two ears of the ram. Also, some people see in it the likeness of lamb's muzzle. This pattern is found on tekemets, syrmark, baskurma, alasha, carpets, leather, bone and wood made things, and in all kinds of jewelry. In felt mat products this ornament is applied in the form of application in colored rags.

5. "SYNYKMUYIZ" is depicted as a direct ruptured quadrilateral, curved inwards. This pattern decorates carpets, mats, baskur and alasha, it is also used for the decoration of various bags; from the outside the pattern is similar to broken horns of an animal.

6. "ORKESH" - is a pattern that depicts a pair of camel humps. This pattern is more commonly found in the composition of such products, as syrmark, tekemets, and tapestry. In Kazakh ornaments, animals and horns of cattle, camel humps, double mare's udder are used not only for symmetry, but they also symbolize abundance and unity.

7. "GUL" - this ornament is an allegory of all kinds of flowers that are found in the flora world, and is found in handicraft items, starting with the three-leaved and up to twelve-leaved pattern. Also, these ornaments are embroidered on the edges of clothing items - collars, pockets.

8. "TUYETABAN" - this is a complicated ornament in the form of a camel's footprint. Sometimes this pattern is similar to the ornaments "map", "raven", "redhead two-humped camel." Placed next to each other, two S-shaped lines are not connected, and are similar to the camel's footprint; two oblong halves are arranged in a circle, forming a pattern.

9. "SYNARORKESH" - here the basic element is one horn, which is like the upper part of the boot, which curves, repeats and goes to infinity. The basis for this pattern is the element "KOSHKARMUYIZ".

10. The ornament "BALDAK" depicts a forearm with a stand-bear spear worn on it, on which an eagle sits during hunting. Elements- of the "bear spear" are connected with each other, are attached to a circle by loops, the result is a complex ornament that is used in the manufacture of felt mats made things, as well as in embroidery.

11. "TARAK" - a pattern that is similar to a hair comb. It is used in the manufacture of alasha, baskur and consists of several thick strips, which gives it a resemblance to the comb.

12. "SU ORNEGI" - a separating pattern, extending between groups of different ornaments. Water ornament is sinuous lines, which form circles and quadrangles between two rows of lines.

13. The ornament "ALASHA" consists of multiple color stripes. Sometimes stripes in the form of geometric shapes, or in the form of the ornament "MUYIZ" are found among them. Sometimes this ornament looks like a colored chessboard. It is used in the manufacture of carpets, alasha and bone products.

14. Ornaments "ASHATUYAK", "AYR-TUYAK" are sometimes called "AYR". The pattern is similar to the hay pitchfork.

15. "BOTAKOZ" - a pattern that is used as a decoration in the middle of the composition, or as a piping along the edge. This geometric pattern in the form of a diamond with rounded corners, resembling the eye of a young camel. This ornament is used as a band, to decorate the edges of handkerchief.

16. Ornament "KANKA" is used in the manufacture of textile products; it resembles the bones of animals. It is used in decorating the ALASHA, baskur and other products from yarn.

17. "OMYRTKA" - ornament, found on products from bone and wood and which is a stylized image of the spine, it is used in the middle and on the edges of ornamental compositions.

18. In a pattern "TULKYBAS" means the image of the head of cat, fox, made in the shape of round and oblong forms. This ornament is used in the manufacture of products of bone, wood and along the edges of embroideries.

19. "KUSKANAT" is a pattern in the form of horns or bird's wings, which are staggered. On the product, this ornament conveys the appearance of a flying bird with spread wings. Currently, the ornament "KUSKANAT" is used alternately with other ornaments.

20. The ornament "KUSMOYIN" originates from the stylized image of the bird's neck. For the most part it is depicted in the same manner as the horn, and consists of curved, rounded branching horns, diamonds, connected by strips. All ornaments associated with a bird theme, are used in all kinds of crafts.

21. "KUSTUMSYK" comes from the bird's beak image. "KUSTUMSYK" consists of branched horns and dashes. When cutting the pattern, the middle of the line is shaped in the form of the beak of a bird. A ring with the ornament "KUSTUMSYK" or "topsaly" is passed as a welcome gift; it performs mediation, conciliatory role between relatives. Parents who received from their married daughter a ring with such a pattern wrapped in a shawl, as a sign of a great joy invited guests. The image of the bird symbolized freedom among the people. Getting a ring with this image was a sign to the parents that they can be calm for their daughter, as she after her marriage left to a good home.

22. The pattern "KAZTABAN" which is widely used in Mangystausky areas for the decoration of headstones consists of complex S-shaped elements that are emerging in the form of a goose trail. A variation of this ornament "botamoyyn" in the form of a single S-shaped line differs from the SS-shaped one, which resembles two geese. In the ornament, the outline of the neck and head of a goose is clearly seen.

23. The ornament "IREK", "IREKSU" is sometimes formed from fragments of a straight line, and sometimes rounded fragments follow each other. Such lines can be built into a chain of several rows. Patterns "IREK", "IREKSU" are made in a way that one pattern can be positioned in opposite to another, and ornamental systems of "quadrilateral", "stairs" are formed. This pattern is applied to beshpents, jackets, Sapa, it is embroidered on the edges of skullcaps, it is minted on jewelry (rings, bracelets, clasps for jackets, necklaces), as well as on everyday items such as shea, syrmak, a stand for bedding, it decorates the edges of dishes, different trimming and piping.

24. "KOSDONGELEK" is similar to the track of an animal. The patterns "KOSDONGELEK" are mainly applied on felt products, tekemets, syrmaki.

25. The ornament "TUMARSHA" has a triangular silhouette. Three flowers, the triangle are used as an amulet against the evil and for people and animals. It is found on the edge of carpets, sheets of felt, rugs and carpets.

26. The ornament "KOSTUMARSHA" includes two triangular elements that are connected by the tops. This kind of ornament is not used as a talisman against the evil eye and has only an aesthetic value^{4,9}.

Colors and paints of ornaments

Paints that are used in crafts, masters of the past had made by themselves, making a variety of mixtures. They used common colors: and white, yellow, blue, red and black dust (powder), and colored clay (yellow, blue, red) for painting wood, leather belt. Also, for the manufacture of dyes they used animal blood, liver and spleen. Blue spines bud, juice of bird cherry, hawthorn, currant, blackberry, rosehip and other berries was actually a finished paint. Folk artists often used cherry fruit, various plants, decoctions of their bark and roots for making coloring substances. For example, from the bark of the trees - poplar, pine, oak, apple, pomegranate, apricot, grape vines they made red, yellow, dark brown and maroon paints. The color of henna (earth henna, stone henna) was achieved using a paint called "tomarboyau", which was made from a decoction of the roots of meadowsweet and

cane. The bark was harvested in autumn; it was ground with a hand mill and boiled. Masters according to the melting process filtered fine particles, which were separated from the coloring object, then the remaining liquid was continued to boil, leading to a thick consistency, and sometimes it was evaporated into a powder. In such a boiled paint they added alum, ammonia, copper sulphate, salt and wood tar. In addition to the above said, paint was made from ergot, soot, apricot kernels, nuts, grains burnt wheat, and barley. Mixing them with each another, they get different paints. To make paints soaks into the surface and to avoid fading, they added to them bitter herbs such as mugwort, quinoa, as well as Kurt serum, and sometimes oil⁹.

The meaning of game actions

Since children who go to kindergarten today - are our future, the duty of parents and teachers - to make every effort to contribute to their development, to help them in the growth process to explore the world, culture, and train them as consciously minded, well-educated citizens. The formation in children's and adolescents' attitude to the environment, views on life, the ability to absorb culture, to take a centuries-old experience of their ancestors, to choose a direction in life, all that depends on education. In preschool, through the game various training activities are implemented, they are aimed at the development of thinking, morality education, instilling love of beauty, work, and knowledge. In the form of a game, we can cultivate in children kindness, sensitivity, empathy, the ability to make friends, a sense of comradeship. On the lessons of natural history, linguistics, arts, such personal qualities as love of nature, interest and respect for the work of adults are formed. In Kazakh oral literature, especially in its children's segment, the main educating fields are games, as the essence of childhood. In other words, during the process of studying folk traditions, natural phenomena visual, auditory and tactile abilities of the child, such important qualities as attention and resourcefulness develop, as well as the prerequisites of spiritual development. Kazakh people have developed distinctive national traditions, customs; a special education school was formed and operates from one generation to another. With games children's habitus is improved, their confidence in actions grows. Thinking, shrewdness,

organizational skills, tolerance and activity are formed in children. Game - is an exercise by which the child is prepared for life. Game actions form the basis of physical activity for children of preschool age. Sultan Mahmut Toraigyrov not for nothing said that "the game - is food for the child's soul." The fact is that during the game can identify opportunities, and abilities of children, their interest in anything. Games on the content and types are divided into content-shaped, motor, didactic, creative, and figurative. In content-shaped games kids try to make some meanings clear, they look for the right tools, they work on their manufacture, which attaches them to the collective labor, directs energy in creative direction, promotes the settlement of relations between children and creates moral qualities in them. Dressed in accordance with a particular character, the child tries to represent the actions and manner of voting, using the knowledge gained in the skill classrooms (music, lessons of fine arts), lulls dolls and enjoys domestic utensils, cut paper items in the form of needed instruments to play. The feature of content-visual games is that they are created by the children themselves, and gaming activities are clearly artistic and creative. Games can be short and long.

The first steps in a child's life is the game, this gives it a special significance. As the great philosopher Abai Kunanbayev said "without playing games and without knowing songs, the child will not be able to grow." Thus, the game takes a huge place in the child's life. Life Knowledge, attitude to work and psychological features are formed during games. Therefore, the study of games is due to representatives of other sectors - not only psychologists and educators, but also philosophers, historians, anthropologists, artists, scientists of various profiles. It is known that many writers who specialize in children's art, using art images described the psychological essence of children's games and features that are unique to the game.

Distribution of games as one of the specific types of human activity was considered by the most researchers in their works in the context of the fact that art and game - are the first steps of artistic action. The picture of the world and its shaped glow are shown in the game. It is known that, items used in the game reflect different phenomena of everyday

life; with their help the child imitates the actions of adults. The objectives are given to children in the form of game rules, and actions needed to achieve this goal are of great interest for kids. In the game important mechanisms of developing in children moral and ethical qualities, physical culture and aesthetic perception work. While playing, children feel free, they demonstrate ingenuity, resourcefulness. Perception, thinking, dreams, focus, freedom of actions, help the child in sensory perception of the world, in the development of intuition. Therefore, in teaching there is a special emphasis on children's game, which forms an instinctive, reflective in man and leaves the brightest trace in the soul. Children through games transmit their joy or resentment, high dreams and aspirations, and in the future, these dreams can be realized in life.

Thus, today's game, the attempt to portray anything, in many cases is translated into reality in the future. Game - is one of the leading events that favor the individual development of the preschool age child. Children through games learn the mysteries of the world, events, they learn work skills. In other words, the way of life of the future leader begins with the game.

The game and work are largely similar in the character of performed actions; some scientists, educators come to this conclusion, they observed correlation "good game - as a good job, bad game - as a bad job", which is explained by the fact that, as in any business, in the game you need to apply a certain amount of strength, ability, mind. As a result, a good game, in which there is a strong commitment from the child, is like a good performed job, gives a lot of satisfaction, fills the soul with joy. Just as in the work, in the game the child is aware of a certain responsibility. However, there are differences: children's games are not focused on specific material values that are present in the work as the ultimate goal. In the game the emotions of the child, the joy and resentment are clearly expressed. Features of the psychological state of the child during the game appear as follows: children speculate, get a flash of emotions, their activity increases, as well as courage, an imaginary image is formed, and all that improve creativity and reveals the talents of children. And yet, although

during the game, children are happy and are offended, as in life, but we should not think that children do not feel the difference between game and reality.

Thus, we can conclude that the game - is a way of education that:

- Trains the mind and speech skills, develops vocabulary, understanding of life, and expands the range of the senses;
- Contributes to the formation of character traits, cultivates the will, and perfects the moral qualities;
- The sense of cohesion increases;
- Forms the aesthetic taste;
- Allows realizing the objectives of labor education;
- Helps to improve health assistant, because the psychological and physiological aspects are activated.

While the child is playing with toys, he studies everything with his own hands and thereby observes how the colors are combined, is consistent with each other. Putting things according to size and color, he relates them in volume (wide / narrow), height (high / low). During the game, the child acquaints with creativity, creates a new content, make activities; evaluates the products made by him and his comrades. Didactic game develops the processes of auditory, visual and tactile perception; children learn to discern the features of sound creation using various musical instruments, to select objects by size, color, volume, to perform different actions. In oral didactic games, they attain the skill to imitate intonations expressing a question, a request, consent. To put in a certain order figures that appear in a text, a fairy tale or a story, the child displays observation and resourcefulness. Along with mobile games the child also plays rhymes, songs, recites poems. In such games, children develop agility, beauty of movements, the ability to navigate in space and time, determination, resourcefulness, endurance, they also develop important personal qualities, such as the ability to make friends and give friendly support, organization, the ability to follow the rules of the game. Due to the fact that during the game, the child's interest to natural phenomena, people, and pets is satisfied, fancy for actions that have a

social significance, any of the game types perform a significant role in the personal and ethical education of the child.

Features of the use of didactic games

The samples of ornamental culture of Kazakh people, accumulated for centuries, which to this day have not lost their aesthetic value, currently can be seen on everyday and ritual objects. These are: items of yarn, fringed with leather braid or sewn ornaments, figurines carved from bone, wood, gold and silver jewelry, woven from reeds, made of wool, etc. To make the child understand the various facets of the art world, his own constant attempts are not enough. Therefore, it is imperative to carry out direct control and coordination of the child's actions, guiding him and continuously providing assistance. Including a greater number of cultural elements associated with ornamental art in the program of preschool education, promotes creative thinking, and improves the artistic taste of children. All this is also associated with a wider acquaintance with the customs and traditions, with the development of the wealth of the native language. In this case, when the teacher introduces preschool children with folk arts and crafts, shows them filmstrips and slides, organizes didactic games, you need to pick up a material, easy for the child's perception.

As didactic games - one of the most important means of education, they not only serve for the assimilation of certain knowledge and skills, but they also assists in the development of flexibility of thinking, independence, they increase the activity of the child.

The value of the didactic game:

- Didactic game allows in an interesting way without difficulty to perform different tasks that require from the child mental and physical activity;
- During the game the child cultivates a certain perception of the world, as he enjoys toys, different items, paired pictures, carved patterns, learns to match colors, to define and correlate such parameters as size, volume, distinctive features of the objects, he learns their characteristics and structure;
- Game teaches the child to focus, to

remember, it cultivates in him skill and dexterity, improves observation;

The game develops the ability to work with the manifestations of art, as well as aesthetic perception, artistic taste.

Exercises and repetitions that children perform during playing didactic games do not become boring for them, because they have no monotony. Such games may be applied to any situations and for any kind of purposes. Depending on the age, the children are interested in different games. For example, in the younger groups we select simple actions, which correspond to the abilities of children, while in older groups, children are offered to try on certain roles, for example, masters, jewelers, artists, etc. Such gaming conditions are entered in certain situational themes, in the process of action development. Organization of the task involves not only the representation or reproduction of some things, but their introduction to the situation. Didactic game organizes the actions of the child in a certain system, the intention of the child, the content, gaming activities, the rule and the result. In a didactic game in the foreground there is the educational function, its content is aimed at increasing children's knowledge of the world ¹⁰.

The classification of Kazakh national ornaments depending on their values can be demonstrated by means of didactic games.

The acquaintance of children with the Kazakh national ornaments can be started with simple elements, thus it is necessary to speak about their division into several groups according to their appearance, color, and their values.

1. Ornament associated with the world of the sky, moon, sun, stars (ayshyk, zhuldyzsha etc.).
2. Patterns associated with livestock, types of livestock, tracks of livestock (TUYETABAN, Coy yzy, ASHATUYAK, KOSHKARMUYIZ, KOSMUYIZ, SYNYKMUYIZ, botamoyyn, BOTAKOZ, Tulpar Bass etc.).
3. Patterns associated with types of wild animals, their tracks (borikulak, TULKYBAS, budy muyyz, IT kuyryk).
4. Ornaments associated with insects (Kumyr Bel, Tyshkan yzy etc.).

5. Ornaments associated with birds (bird's beak, bird's wing, claw crow, etc.).
6. Ornaments, associated with weapons, tools (spear, ax, a comb, a crutch, etc.).
7. Ornaments, like geometric shapes (triangle, rectangle, circle, Omyrtka, Botakoz, tumarsha etc.).

We do not explain to the children the reason for such classification of these ornaments. It's easier to show visually, to make them touch, than to explain verbally. Children show understanding, if they see in the patterns on a drawing lesson the silhouettes of animals and birds, tracks and figures. They pay attention to the harmony of these elements. The educator teaches children to choose optional elements of ornaments to learn their arranging. By folding a sheet of paper or other material by half, the children learn to cut out symmetrical patterns with outlines of fruit, animals and birds, and during this process they obtain from the teacher information about the real world (birds, insects), which has an additional impact on the development of thinking.

For example, when it is difficult for children to solve a riddle about hares or cats, patterns are used as a hint, seeing them children immediately find the answer. We can also show ornaments, drawings, chicks, hedgehogs, goats, telling a tale. In considering each image or model, the teacher helps to develop the mind and memory of children; he teaches them to dream up and develops their creativity. A story about an imaginary helps to improve language skills. We can also teach children to make compositions of heavy paper.

Discussing with children models of ornaments, the educator plays with them didactic games. On classes on creativity and skill he can ask questions and give tasks to the drawings: What kind of birds and wild animals you see in the ornament? How many hares are there in the picture? How are the hares located in the ornament (in the middle, inside the pattern, outside the ornament, etc.), what color they are, etc. How many cats are hiding in the pattern? What kinds of ornaments are shown?

Educational value.

A good look at the ornaments, acquaint with the main types of ornaments, increases the artistic taste, and development of ideas. The formation of the skill to separately cut the ornaments from inside. To talk about the actions of animals, birds, insects. Telling a poem, riddles, and tongue twisters, to develop linguistic potential, vocabulary, to learn to narrate, to give an overview of the division of the content of the ornament.

Course of actions.

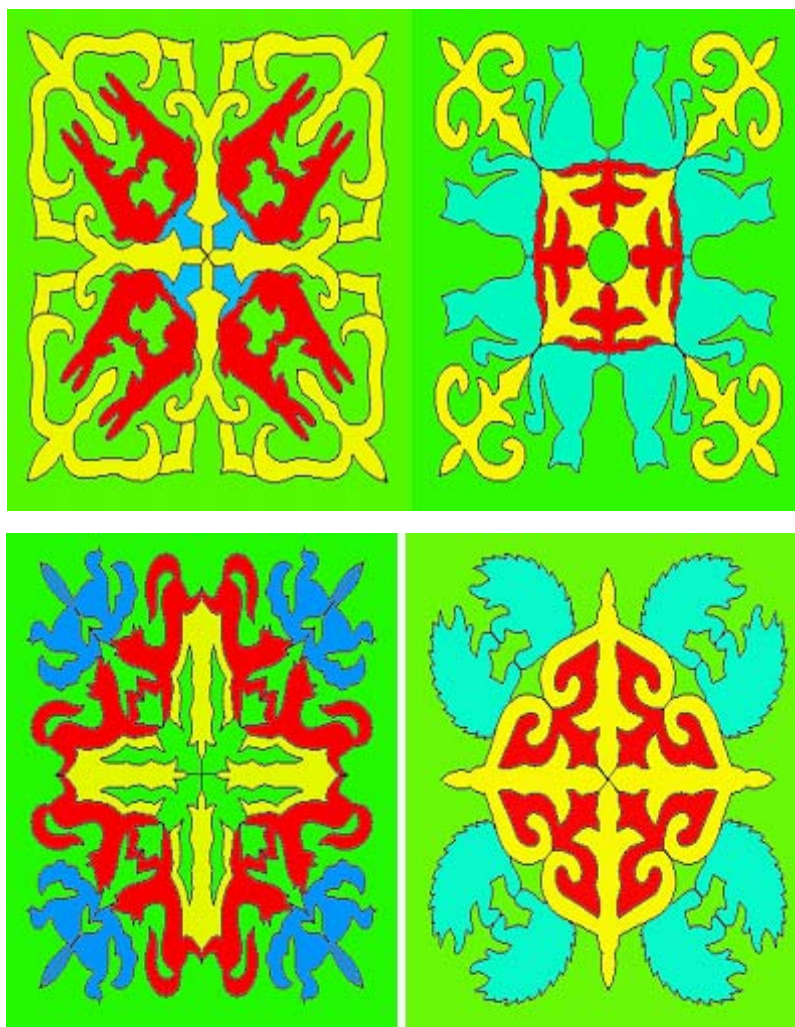
Asking the name of the ornament, which is familiar to children; make them pay attention to the ornament; to talk about, to describe what he saw; ask to tell stories, poems, tongue twisters, which they know or have heard; the teacher shows

how to cut on the methods of double folding a silhouette of person sitting on his knees, a timid rabbit or a butterfly.

Tell us what tales do you know about persons? Talk about the colors of the ornament? Make an oral task after having good look at the ornament? How are the persons located on this ornament? What kinds of ornaments do you see? How many hedgehogs? Hedgehogs, which are located at the bottom of the ornament, went to the forest to pick mushrooms? How many hedgehogs were left at the top of the ornament?

Children optional cut elements of the ornament that have easier forms (who want to draw).

Methods of working with ornaments (adults, pre-school groups)



Ask from what elements does the ornament consist (for example: mention the ornaments that are related to animals, according to the sign of the legs); what ornaments do you know that are associated with birds, what color, where can you see them? (National costumes, the used items).

The educator directs children to the right track by controlling them. After completing the work, make an analysis of their work. And to finish the work with children in a good mood.

The educator tells about the customs and traditions of the Kazakh people. In the game children are divided into two villages. (For example, the village "Urymtal" begins preparations to invite guests from the village "Balausa" and other people. In the process of inviting guests utensils and necessary things are prepared in advance. After listening to their songs give them chapans. Here children are given small patterns for decorating the chapans with different elements of ornaments). They suppose to get results of joint work. Make a shapan with hairy paper allows children to spend their time usefully. Chapans are given to the guests who finished first. And they invite them. Didactic games move to role-playing games. They take with them chapans that children have made by themselves. They offer each other to show all their creative talents and skills. They sing songs, dance.

They read poems learned by heart, tell little stories, rhymes. When leaving they give

children the "Chapans" made by their own hands. They also take into account the use of proverbs, sayings about art. In the game, the teacher directs the children's game to creativity. Kids' of the "village" prepare their gifts for the guests; they do all the rituals of meeting guests.

How are the pigeons located in the ornament? How many pigeons? What kind of ornament is shown? Make a verbal account associated with the patterns? How many swans are there in the ornament? How many swans are there at the top of the ornament, and how many swans are there in the lower part of the ornament? On the right side, on the left part of the side how many swans, what is the total number of swans? How is the ornament in the picture called?

In conclusion, I would say, through didactic games children cultivate an art foundation. Children differentiate colors, watch the space, get accustomed to make beautiful ornaments. Generally any kind of games pass from generation to generation. Traditional Games are born because of vital necessity, and according to psychology they are a basis for good health. Resourceful and grip, skillful and strong, energetic and thrust, every family dreams of bringing up such children. Consequently, the game itself teaches children education and is a source of example. Teaching children to play various games, giving them special appearance, parents and educators should not forget about constant updating of the games. Because children can play, laugh and think.

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